**Process for Reviews of Education, Health and Care Plans for Year 9 Students**

**Overview**

This document outlines some of the changes being made to ensure the best possible outcomes and opportunities for the young people of Birmingham who hold EHCPs as they prepare for adulthood (PfA). Although there are changes, the impact on school’s statutory duty to review EHCP documents will remain the same. Rather than increasing workloads we aim to strategically support your work asking young people and those around them the right questions at the right time with the right support from other agencies to ensure our young people achieve their PfA outcomes.

**The key changes you will find in this document.**

1. EHCP Outcomes will now be linked to PfA areas. These being Employment, Independent Living, Community Inclusion and Health. To accommodate this change there will be some updated paperwork templates. There is guidance within the document to help write targeted outcomes PfA for young people. Reporting and reviewing these outcomes throughout the year with the young person, their families and carers will make these targets more meaningful.

2. SENAR are committed to updating the year 9 review paperwork submitted by schools. Therefore, paperwork will more accurately describe how to draw out the strengths and aspirations of the young people you work with.

3. Through collaborative working advice and guidance from Health and Social Care where required will be provided and included in the EHC review process. We are going to centralise the process of collecting advice from external professionals as we recognise that this has historically been a challenge for schools.

These changes follow the 2018 summer SEND inspection that highlighted year 9 ECHP reviews as being a key opportunity to begin to explore with professionals, parents, carers and young people’s PfA outcomes. The conversation around these outcomes will have the best impact on young people’s future prospects as they enter adulthood. New paperwork and templates alone will not secure better outcomes for our young people, but the conversation you have with students and families focused on the young person’s desired outcomes will.

It's the Local Authority’s statutory duty to complete a review for every child or young person with an EHC plan. The Local Authority must arrange for a review of a child or young person’s EHC plan as a minimum every 12 months.

The first review must be held within 12 months of the date when the EHC plan was issued, and then within 12 months of any previous review. In some circumstances reviews may be carried out earlier (for example for younger children, transfer between phases or due to a significant change in needs).

The school or institution that the child or young person attends will be central to this process by organising and facilitating the review meeting on behalf of the Local Authority. The school or institution will need to prepare and plan early for the review meeting and liaise with the child/young person, parents and involved agencies.

The EHC plan review must use a person centred approach and must be undertaken in partnership with the child and their parent or the young person and must take account of their views, wishes and feelings. Schools or institutions are expected to support children, parents and young people so that they’re engaged fully in the review meeting.

The purpose of EHC plan review is to show the progress the child or young person has made and to review the outcomes and provision. The focus is on the child or young person’s progress towards achieving the outcomes specified in the EHC plan and to consider whether the outcomes and supporting targets remain appropriate. It should highlight what is working well or if there are any areas that need more support or require changing.

In the case of Looked after Children the EHC review meeting should, if possible and appropriate, coincide with one of the reviews in their Care Plan and in particular the personal education plan (PEP) element of the Care Plan.

**From Year 9 onwards**

As per the current Guidance on the review process for Education, Health and Care plans, it states:

All reviews taking place from Year 9 at the latest and onwards must include a focus on preparing for adulthood, including employment, independent living and participation in society. This transition planning must be built into the EHC plan and where relevant should include effective planning for young people moving from children’s to adult care and health services. It is particularly important in these reviews to seek and to record the views, wishes and feelings of the child or young person. The review meeting organiser should invite representatives of post-16 institutions to these review meetings, particularly where the child or young person has expressed a desire to attend a particular institution. Review meetings taking place in Year 9 should have a particular focus on considering options and choices for the next phase of education.

As the young person is nearing the end of their time in formal education and the plan is likely to be ceased within the next 12 months, the annual review should consider good exit planning. Support, provision and outcomes should be agreed that will ensure the young person is supported to make a smooth transition to whatever they will be doing next – for example, moving on to higher education, employment, independent living or adult care.

**Statutory Timelines**

As this is a statutory process, timescales to this process are important. The same statutory timelines apply for Year 9 reviews, as with all others.

In terms of the Year 9 cohort there are specific dates which are important.

**Important dates for the focus on the Year 9 cohort, 2019-2020**

1. SENAR will send schools a list of all learners on their system in year 9 who require an annual review in December 2019. This list will also include whether the learner is known to education, health and social agencies.
2. Schools to check the list as provided by SENAR within 2 weeks, and return any queries to [reviews@birmingham.gov.uk](mailto:reviews@birmingham.gov.uk)
3. SENAR will then re-confirm the list with school to ensure the correct learners are listed under the correct school
4. SENAR will send the school the current Education, Health and Care Plan for each learner that will include the previous tracked changes. As part of this new process SENAR will review the outcome of the annual review and process the new EHCP within 8 weeks.
5. Schools will then arrange and carry out the reviews, between January 2020 and September 2020
6. Schools to inform SENAR, health and social care of the dates of the reviews; this will allow professionals involved to consider the level of their involvement in line with the decision-
7. making tool and in consultation with school.

For community health services (Community Paediatricians, Special School Nurses, School Nurses, OT, Physio, SALT and other community nurses etc) this list should be returned to: [BCHNT.EHCPANELREQUESTS@nhs.net](mailto:BCHNT.EHCPANELREQUESTS@nhs.net)

For Forward Thinking Birmingham this list should be returned to: bwc.ftbsend@nhs.net

For Birmingham Children’s Hospital this list should be returned to: [bwc.send@nhs.net](mailto:bwc.send@nhs.net)

If the young person is known to health services outside of Birmingham, please contact Birmingham Community Healthcare on [BCHNT.EHCPANELREQUESTS@nhs.net](mailto:BCHNT.EHCPANELREQUESTS@nhs.net) for for direction about which Health professionals are involved.

The health professional will link directly with the school to send over information. The level of contribution from Health to the AR will be based on the AR contribution decision making tool (see Appendix x)

1. Schools will return all documents to SENAR
2. SENAR will update the Education, Health and Care plans accordingly.
3. SENAR will send schools the updated Education, Health and Care plans as per statutory timescales and to parents.

**Agenda for the meeting**

1. Introductions and apologies; if the young person is joining the meeting, be clear about their role and how long they are expected to be part of the meeting.

2. Circulate any reports/advice received in advance to the meeting including child’s/young person’s/parent/carers views to all participants

3. State the main purpose of this Year 9 EHCP review is to establish the progress towards achieving outcomes in EHCP, and to co-construct new short and long term outcomes based on preparation for adulthood.

4. As part of discussion, review the special educational provision made for the child or young person to ensure it is being effective in ensuring access to teaching and learning and good progress. Where relevant, review the health and social care provision made for the child or young person and its effectiveness in ensuring good progress towards outcomes.

5. Ensure the revised outcomes, in line with employment, independent living, community inclusion and health, are recorded and agreed by all participants at the meeting.

6. Consider changes to CRISP, Banded Funding, Requests for Personal Budget, Transport, (including independent travel)

7. Further action required with strategies, roles and responsibilities identified

8. Summarise agreed conclusions, recommendations and actions

You will also need to complete the Education, Health and Care Plan annual review form.

**Advice from agencies for the Annual Review meeting**

Professionals will be expected to use the standard advice forms to facilitate information gathering.

To ensure engagement from agencies, we advise giving at least 4 weeks’ notice of the review meeting to enable either a written submission of evidence or attendance at the review meeting itself. The spreadsheet as provided by SENAR will also identify which statutory and educational support agencies the young person is known to. If you have having difficulties with identifying relevant professionals, then please email: [reviews@birmingham.gov.uk](mailto:reviews@birmingham.gov.uk) for additional support.

**Parent/carer views**

Engagement with families to support the planning for adulthood is vital. Ensuring that they are informed of the review date at least 2 weeks in advance will be important, and to encourage them to consider the preparation for adulthood outcomes, the form for their views has been updated.

The parent/carer should attend the review, and if they prefer their views can be recorded as part of the meeting. If this is the case, please make it clear on any supporting information you provide where the views of the parents are stated (for example if a person-centred review format was used to structure the meeting, state which colour pen the parent/carer used when contributing to the meeting).

**Young Persons’ views**

As with the views of parent/carers it is critical and central to the revised SEND COP that the views of young people are sought and responded to. The young person may require lots of preparation for the review meeting itself, or may chose not to attend, therefore using the additional guidance regarding how to take a person-centred approach to the Year 9 review will support you in preparing the young person to discuss their future in line with PfA outcomes.

However, if the young person also attends the review their views can also be recorded as part of the meeting. It would be expected that the young person is prepared for the questions they will be asked, and any written information about this and their responses can also be submitted as evidence to SENAR. Additionally for some young people they will need a highly specialised approach to gathering and recording their views; therefore however this has been achieved can be photographed and sent as a picture to SENAR to inform the review process.

**The school or institution must seek advice and information from all those invited about the child or young person’s progress towards achieving the outcomes specified in the EHC plan and any other matters relating to their progress.**

**It is important to reference any other relevant Plans for the YP apart from the EHCP e.g. Healthcare Plan, Early Help Plan, Personal Education Plan for Children in Care, in order that the conversation is rounded and holistic.**

**1. Background Information**

Any relevant background information about the child or young person that gives an overview and summarises your organisation’s involvement since EHC Plan was issued or last reviewed, the support you provided and/or intervention.

**2. Views and Aspirations** - **The views, interests and aspirations of the child, their parents or the young person**

This informs any amendments to Section A of an EHC Plan. In your work with the young person, and family, gathering their views about their aspirations in relation to your specific role can be stated here. Alternatively, if you have seen written evidence or attend the meeting where parent/carer/young person are present, you can simply state: “see evidence from the review meeting”.

**3. Review of child or young person’s progress, outcomes and targets**

This relates to Section B to E of an EHC Plan. This is where you can state your professional opinion in relation to whether the outcomes as related to your specific role with the young person have been met, or how far progress towards them can be evidenced.

The Educational outcomes are currently under headings of need, namely:

* communication and interaction
* cognition and learning
* social emotional and mental health
* sensory and/or physical.

The Health and Social Care outcomes both have separate sections.

So this section can be structured using these, as appropriate to your role.

**4. Review Provision and Support**

This relates Section F to H of an EHC Plan. Reference in your report should be made to:

* What is working well
* Are any changes needed to the provision and/or support in relation to your specific role with the young person.

See attached diagram of the Outcomes pyramid at the end of this document.

**5. Recommendations**

This is where you can state the amended outcomes, in line with the PfA outcomes namely:

* Learning and Employment related skills;
* independent living;
* community inclusion/lifelong learning;
* health (which includes physical and mental health as appropriate).

The long term outcomes should aim toward what the young person will achieve by the end of the key stage, next 3 years or next transition point, Short term outcomes are those that the young person could realistically be expected to achieve within 12 months. Outcomes should be forward looking, personalised and SMART.

This must also include independent careers guidance.

NB: Maintained schools and pupil referral units (PRUs) have a statutory duty under section 42A of the Education Act 1997 to ensure pupils from Year 8 until Year 13 are provided with independent careers guidance. Academies, including 16-19 academies, and free schools are subject to this duty through their Funding Agreements.

You may also consider whether changes are required to:

* enhance provision (i.e. different to additional to what is already stated on the EHCP) linked to your specific role
* Step down/reduce provision to promote the development of independence
* change of educational establishment or
* whether the EHC plan should be discontinued
* change health provision

If a change of educational establishment is being suggested then this should be reflected in changes to needs, outcomes and provision sections of the EHC. If on the basis of the evidence a change of placement (Section I) is required then any amendments should clearly indicate the type of placement needed. Remember if a change of placement is required then a transition plan with supporting advice from relevant professionals will need to be considered to support the transfer.

If it is considered that an EHC is no longer required because the child/young person has made good progress so that the needs can be met within the local offer then this should be reflected in the report.

**If either of these two specific issues are to be stated in your report, or at the annual review meeting, it is expected that this will be discussed with the parent/carer before the meeting. It is also expected that relevant support services will have been involved in reaching this decision.**